






Preschool: Language and Literacy Part III

Use Interactive and Dialogic Reading

Professional Development Module
Montana Office of Public Instruction




Organization


- Practice Summary**
Gain an overview of a practice & see the issues it addresses. 
- Learn What Works**
Understand the research base behind the practice. 
- See How It Works**
Examples of schools engaged in these practices. 
- Do What Works**
Action ideas and examples of tools to improve your own practice. 

Recommended Practices


- 1) Teaching Phonological Awareness
- 2) Engaging Students in Interactive and Dialogic Reading



Key Concepts



- Two Recommended Practices
 - Teaching Phonological Awareness
 - Engaging Students in Interactive and Dialogic Reading
- Using Both Recommended Practices Improves the Language and Literacy Skills of Pre-School Aged Children




Recommended Practice #2



Use Interactive and Dialogic Reading



Practice Summary



Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

Table Talk KWL Activity

What Do You Know?	What Do You Want to Know?	What Have You Learned?



Preschool Language and Literacy

1 Phonological Awareness

SOUND AWARENESS

SAY BEGINNING SOUND
Top: Say the first sound in top.

BLEND ONSET/RIME
S...am. Say it fast.

SEGMENT SOUNDS IN WORDS
Dog: Say the sounds you hear in dog.

MATCH LETTERS AND SOUNDS
What sound does the letter 'p' make?

ASSOCIATION OF SOUNDS WITH SYMBOLS

2 Interactive and Dialogic Reading

TEACHER AS GUIDE

TEACHER: What do you think will happen next?

CHILD: The ducks won't cross the street. They're afraid.

TEACHER: How will they get to their new home?



CHILD: The policeman will help. See, the policeman stops the traffic. The drivers are laughing at the duck parade. The little ducklings like swimming with the Big Swan Boats.


TEACHER AS STORYTELLER

Preparing Children for Literacy Success


DOING WHAT WORKS
U.S. Department of Education

Multimedia Overview: Interactive and Dialogic Reading in Preschool







Groovy Group Activity




- Find your Groovy Groups
- Discuss the notes you took on Interactive and Dialogic Reading from the video.
- At your table, use the chart paper to create a diagram that compares and contrasts the two types of reading. How are they different? How are they the same?
- Be prepared to share.




Key Concepts



- Research has shown a connection between the oral language skills of preschoolers and later reading proficiency.
- Interactive and dialogic reading are ideal methods for developing oral language and vocabulary skills.
- Use interactive and dialogic reading techniques before, during and after the story.





Learn What Works




Expert Interview Video:
Implementing Dialogic Reading

-Christopher Lonigan, Ph.D.
Florida Center for Reading Research, Florida State University



Key Concepts

Interactive Reading <ul style="list-style-type: none"> • Teacher Led • Making Predictions • Probing Questions • Teacher provides additional information • Supports child in expanding understanding and engagement • Modeling • Whole group 	Dialogic Reading <ul style="list-style-type: none"> • Child Led (with teacher support) • Child becomes the storyteller • T. introduces new vocabulary and ideas • Modeling • Child eventually “reads” the story • Small groups
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Dialogic Reading Levels

- 3 Levels of Dialogic Reading
 - **Level 1:** “Wh-” questions; what, who, when, where, why?
 - **Level 2:** Open-ended questions related to telling the story.
 - **Level 3:** Making Connections






Table Discussion Activity

- Choose a spokesperson and a recorder at your table
- Each table has a question about Interactive and Dialogic Reading.
- Discuss the question and record your answer to the question.
- Your spokesperson will share out.




See How It Works 


Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

1. Using Interactive Reading to Improve Language and Literacy Skills

2. Dialogic Reading

3. Helping Teachers Improve Practice



Syracuse City School District,
New York 

Where: Syracuse, New York

Type: Urban


Grade Level: Pre-kindergarten



Demographics:

90% Free or Reduced-Price Lunch

22% Students with Disabilities


15% English Learners





Expert Interview Presentation: Preparing an Interactive Reading Lesson

— Mary Rea, Syracuse City School District, New York June 2007





Start



60, 30, 15 Partner Activity

Choose one of the topics from your sticky notes and discuss the topic with your shoulder partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15



Dialogic Reading Strategies

PEER

- Prompt Use CROWD ?'s to prompt

- Evaluation
- Expansion
- Repetition

CROWD

- Completion
- Recall
- Open-Ended
- Wh-questions
- Distancing

Whitehurst & Lonigan, 1998






Dialogic Reading

- Find your "Where the Wild Things Are" partner.
- Look through the Interactive Reading: A PEER Sequence Planner Handout .
- Discuss: Are you using a similar planning tool in your current practice? How do the PEER and CROWD techniques align with the 3 Levels of Dialogic reading that Christopher Lonigan was talking about?





Tempe Early Reading First Partnership


Where: Tempe, Arizona


Type: Urban

Grade Level: Preschool

Demographics:



- 80% or more: Low income households
- 57%: Hispanic
- 43%: Non-Hispanic
- 50% or more: ELL
- 18%: Received special education services









Expert Interview Audio: Selecting Books for Interactive Reading

- Shelly Gray
- Tempe Early Reading First Partnership








Should Partner Activity

Share at least three of the concepts or ideas from the audio interview that you highlighted with your shoulder partner.





Key Concepts



- An interactive reading curriculum involves reading four types of books each week: expository, narrative, pattern, and rhyming
- True narrative books include problem and resolution.
- Criteria for selecting books include: size, range of language abilities; interesting; short
- It is important to have objectives for each reading of the book in lesson plan
- Preparation includes writing prompts, collecting related materials, checking translation, selecting group of children
- Tailoring book selection to children's language level



See How It Works



Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

1. Using Interactive Reading and Dialogic Reading to Improve Language and Literacy Skills
2. Dialogic Reading
3. Helping Teachers Improve Practice





Syracuse City School District,
New York






Where: Syracuse, New York	Demographics:
	90% Free or Reduced-Price Lunch
Type: Urban	22% Students with Disabilities
Grade Level: Pre-kindergarten	15% English Learners







Presentation: *A Three-Level Framework for Dialogic Reading*
— Syracuse City School District, New York June 2007










Vocabulary Activity

- Find your “Frog and Toad Are Friends” partner.
- Look at the Vocabulary Teaching Planner for Books Handout.
- Discuss this tool with your partner. Is this a tool similar to one that you are using in your current practice? How part do you think that this intentional planning plays in a child’s vocabulary acquisition?






See How It Works 

Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

1. Using Interactive Reading and Dialogic Reading to Improve Language and Literacy Skills
2. Dialogic Reading
3. **Helping Teachers Improve Practice**





Ready to Learn Providence Rhode Island

Where: Providence, RI Demographics:
90% Free or Reduced-
Price Lunch

Type: Urban

Grade Level: Pre-
kindergarten





Expert Interview Audio: *Helping Teachers
Learn New Practice*

- Christine Chiacu-Forsythe, Early Reading First Director
- Ready To Learn Providence, RI









Table Talk Activity

- At your table, discuss the following questions:
 - What were the principles for relationship-based support of teachers that Christine talked about?
 - What is the role of mentor in daily support for teachers?
 - What was the process for setting mutual goals: teacher, mentor, coach?
 - How are they incorporating video for reflection?







Expert Interview Video: *Partnering with a Coach to Improve Instruction*

- Debbie Titus, Literacy Coach
- Donna Millette, Preschool Teacher
- Syracuse City School District (NY)









Expert Interview Audio: *Training Coaches/Mentors to Work with Teachers*

- Shelly Gray
- Tempe Early Reading First Partnership










Groovy Group Activity


- Get together with your Groovy Group.
- Discuss having a coach or mentor support you in your classroom. What are the pro's? What are the con's? Is this something currently happening at your site?
- Discuss the *Mentor Log: Planning On-Site Training With Teachers Handout*.






Expert Interview Video: Developing a Coaching Program

- Karen Howard, Early Childhood Director
- Paula Ilacqua-Morales, Project Facilitator
- Syracuse City School District (NY)








Discussion Activity

- Find your KWL handout from the beginning of the training. Take 3 minutes to fill out the Learned portion of the chart. What have you learned about interactive and dialogic reading? What have you learned about the coaching /mentoring roles?
- Find your “Hungry Caterpillar” partner and share what you wrote.






Do What Works
Ideas in Action





Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.



Ideas in Action for Early Childhood Program Directors




What's the best way to work with early literacy coaches to help teachers learn how to use interactive reading techniques?

1. Develop a framework for a coaching program.
2. Train coaches to work with teachers.



1. Develop a framework for a coaching program.

- Meet with coaches to find out what they know about-
 - interactive reading and
 - what techniques they are using in their classrooms.
- View the interactive reading section of the multimedia overview –
 - Learn about implementing this practice

1. Develop a framework for a coaching program.

- Watch the Syracuse director and facilitator describe their three-year professional development plan
 - Explain what coaches need to know and do to be successful
 - Identify what components of this program might be a good match for your teachers.
- Use the self-review tool as a basis for designing a coaching program.
 - Identify specific coaching and professional development supports your teachers will need to implement this approach.

2. Train coaches to work with teachers.

- Schedule a training session to teach coaches
 - strategies for partnering with teachers
 - ways to provide ongoing support through practical classroom activities
- Listen to Training Coaches/Mentors to Work With Teachers. Coaches will learn how to:
 - work with teachers to help them develop lesson plans
 - provide effective feedback
 - improve their knowledge and skills.

2. Train coaches to work with teachers.

- Watch Partnering with a Coach to Improve Instruction expert interview video. Find out :
 - Coaches and mentors work together with teachers to improve instruction
 - how they can use on-site teacher support provided through modeling and coaching to implement and sustain good practice in your preschool classrooms.

Literacy Coach or Mentor

What can I do to help teachers plan and implement interactive reading strategies?

1. Teach the components of interactive reading.
2. Model interactive reading techniques.
3. Provide ongoing support through observation and feedback sessions.

1. Teach the components of interactive reading.



- Meet in coach-teacher teams to learn about:
 - the components of interactive reading strategies
 - how to use questioning and prompting techniques to engage children in stories.
- Use the Preschool and Literacy Diagram to start a discussion about interactive reading and instructional techniques
- Use the Learning Together about Interactive and Dialogic Reading to
 - clarify the team's understanding of interactive and dialogic reading and
 - reflect on current interactive reading practices.



2. Model interactive reading techniques.



- Teachers need opportunities to watch and discuss interactive reading techniques in addition to having opportunities to practice and plan.
 - Model interactive reading during a classroom storytime and follow up with a discussion of what the teachers observed.




3. Provide ongoing support through observation and feedback sessions.




- Use observational and assessment data
 - to set goals
 - engage teachers in developing action plans for achieving these goals.
- Schedule a series of classroom observations
 - meet with the teacher prior to each observation to review lesson plans.
 - Use the self-reflection tool to determine coaching or mentoring needs
 - Schedule a feedback conference after the observation to discuss reactions and develop a plan for improving practice.





Ideas for Action Tools



- Learning Together About Interactive and Dialogic Reading
- Interactive and Dialogic Reading: Observing and Reflecting on Classroom Practice
- Designing Coaching and Mentoring Programs
- Starting Instructional Discussions Using a Visual Diagram







Table Talk Closing Activity




- Find your Preschool Next Steps Handout
- At your table, discuss the ideas in action and the recommended tools.
- Discuss the Next Steps that need to happen at your site in order to begin effectively implementing Interactive and Dialogic reading in your classrooms.


Learn What Works

Research Evidence




Dialogic Reading: The WWC found positive effects for oral language and no discernible effects for phonological processing. Findings from one study suggest that the level of implementation of *Dialogic Reading* influences the impact of the practice on children's oral language skills.

Interactive Shared Book Reading: The WWC found this practice to have mixed effects for oral language, no discernible effects for print knowledge, and potentially positive effects for early reading/writing.




Learn What Works




Related Links

- [Children's Learning Institute Website: CIRCLE Professional Development](#)
 The Children's Learning Institute website provides links to resources and research on early literacy and teacher training. This section of the website defines phonological awareness and includes a phonological awareness continuum.
- [U.S. Department of Education: Early Reading First Program](#) The Early Reading First Program helps prepare children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure academic success. This website describes the program's key components and operation.




Learn What Works




Related Links

[iColorin Colorado!](#)

This website provides information, activities, and advice for educators and Spanish-speaking families of English language learners (ELLs). Colorin Colorado's mission is to find research-based and best-practice information about teaching reading to ELLs and use the power and reach of the Internet to make it widely available to parents, educators, and policymakers. Because Spanish is the native language of 80 percent of ELLs, the site is currently focusing their bilingual efforts there. However, they do have some materials available in additional languages and are constantly looking to expand their language base. The site is an educational initiative of the WETA public television and radio station and a service of the Reading Rockets Project.



Learn What Works



Related Links

- [Reading Rockets](#)
 This website includes information and resources on phonological awareness, its relationship to early reading, and research-based guidelines for teaching both phonological and phonemic awareness. For example, the site provides information on techniques for teaching reading and strategies to help children who struggle in learning to read; a downloadable teachers' guide and online course with toolbox and modules for first-year teachers; and a list of articles and online/downloadable videos.

